Appendix table 8-27.
Public assessment of space exploration, by selected characteristics: 1985–99 (selected years)

Characteristic	1985	1988	1990	1992	1995	1997	1999
				Percent			
All adults							
Benefits strongly outweigh costs	27	22	18	17	22	24	24
Benefits slightly outweigh costs	27	25	25	26	24	24	25
Benefits equal costs	7	9	9	9	8	10	8
Costs slightly outweigh benefits	15	18	17	22	17	17	17
Costs strongly outweigh benefits	24	26	31	26	28	25	26
Male							
Benefits strongly outweigh costs	33	28	23	17	28	31	31
Benefits slightly outweigh costs	31	27	26	26	25	25	26
Benefits equal costs	6	10	8	9	6	8	5
Costs slightly outweigh benefits	12	13	16	22	16	15	15
Costs strongly outweigh benefits	18	22	27	26	24	21	23
Female							
Benefits strongly outweigh costs	21	16	14	11	17	18	19
Benefits slightly outweigh costs	24	23	24	25	23	23	24
Benefits equal costs	8	9	10	11	10	12	10
Costs slightly outweigh benefits	17	23	17	27	18	18	18
Costs strongly outweigh benefits	30	29	35	26	32	29	29
Less than high school graduate							
Benefits strongly outweigh costs	22	16	15	14	14	18	15
Benefits slightly outweigh costs	25	26	20	29	20	21	25
Benefits equal costs	10	9	17	12	13	16	15
Costs slightly outweigh benefits	17	21	16	24	21	24	18
Costs strongly outweigh benefits	26	29	32	21	31	21	27
High school graduate							
Benefits strongly outweigh costs	26	21	17	15	23	23	26
Benefits slightly outweigh costs	28	25	25	25	24	23	23
Benefits equal costs	6	9	7	9	6	9	5
Costs slightly outweigh benefits	14	18	17	23	17	16	17
Costs strongly outweigh benefits	26	27	34	28	30	29	29
Baccalaureate and higher							
Benefits strongly outweigh costs	36	33	27	22	32	31	31
Benefits slightly outweigh costs	28	26	28	26	27	29	29
Benefits equal costs	6	10	7	6	8	8	6
Costs slightly outweigh benefits	13	15	16	18	14	12	16
Costs strongly outweigh benefits	17	16	22	28	20	20	18
Attentive public to science and technology[a]							
Benefits strongly outweigh costs	39	38	26	28	32	44	34
Benefits slightly outweigh costs	27	28	33	26	25	22	28
Benefits equal costs	7	6	4	11	7	6	2
Costs slightly outweigh benefits	13	10	14	20	16	11	17
Costs strongly outweigh benefits	14	21	23	15	20	17	19
Attentive public to space exploration[a]							
Benefits strongly outweigh costs	49	46	36	38	52	57	41
Benefits slightly outweigh costs	25	30	36	44	23	19	26
Benefits equal costs	8	4	3	3	4	6	2
Costs slightly outweigh benefits	11	7	11	6	12	10	19
Costs strongly outweigh benefits	7	13	14	9	9	8	12

See explanatory notes, if any, and SOURCE at end of table.

Appendix table 8-27.
Public assessment of space exploration, by selected characteristics: 1985–99 (selected years)

Characteristic	1985	1988	1990	1992	1995	1997	1999
				Sample size			
All adults	2,005	2,041	2,033	1,004	2,006	2,000	1,882
Male	950	958	964	486	953	930	900
Female	1,054	1,084	1,070	533	1,053	1,070	982
Less than high school graduate	507	530	495	215	418	420	403
High school graduate	1,147	1,158	1,202	623	1,196	1,188	1,111
Baccalaureate and higher	349	353	336	203	392	392	368
Attentive public to science and technology[a]	235	233	229	105	195	288	216
Attentive public to space exploration[a]	184	163	123	51	99	168	120

NOTES: Responses are to the following questions: "Many current issues in science and technology may be viewed as a judgment of relative benefits. Thinking first about the space program, some persons have argued that the costs of the space program may have exceeded its benefits, while other people have argued that the benefits of space exploration have exceeded its costs. In your opinion, have the costs of space exploration exceeded its benefits, or have the benefits of space exploration exceeded its costs? Would you say that the benefits have substantially exceeded the costs, or only slightly exceeded the costs? Would you say that the costs have substantially exceeded the benefits or only slightly exceeded the benefits?" Percentages may not total 100 because of rounding.

[a]To be classified as attentive to a given policy area, an individual must indicate that he or she is "very interested" in that issue area, report that he or she is "very well informed" about it, and be a regular reader of a daily newspaper or relevant national magazine. Citizens who report that they are "very interested" in an issue area, but who do not think that they are "very well informed" about it, are classified as the "interested public." All other individuals are classified as members of the "residual public" for that issue area. The attentive public for science and technology combines the attentive public for new scientific discoveries and the attentive public for new inventions and technologies. Any individual who is not attentive to either of those issues but who is a member of the interested public for at least one of those issues is classified as a member of the interested public for science and technology. All other individuals are classified as members of the residual public for science and technology.

SOURCES: National Science Foundation, Division of Science Resource Studies (NSF/SRS), *NSF Survey of Public Attitudes Toward and Understanding of Science and Technology, 1999* (and earlier years). For a complete set of data from the survey, see J.D. Miller and L. Kimmel, Public Attitudes Toward Science and Technology, 1979–1999, Integrated Codebook (Chicago: International Center for the Advancement of Scientific Literacy, Chicago Academy of Sciences, 1999); and unpublished tabulations.

See figure 8-14 in Volume 1.